

EDUCATION ONTARIO



Ministry of
Education

Chris Ward, Minister
Bernard J. Shapiro, Deputy Minister



Ministry of
Colleges and
Universities

Lyn McLeod, Minister
Tom Brzustowski, Deputy Minister

PUBLISHED QUARTERLY

NOVEMBER 1987

Ward appointed new Education Minister, McLeod heads up Colleges and Universities

The latest session of the Legislature has two new faces in education. Chris Ward is the new Minister of Education replacing Sean Conway while Lyn McLeod takes over from Gregory Sorbara as the Minister of Colleges and Universities.

Mr. Ward is the M.P.P. for Wentworth North and was first elected to the Legislature in 1985. He has served as parliamentary assistant to the Minister of Health and most recently held the same post for the Attorney-General, Minister Responsible for Women's Issues and Native Affairs.

A native of Birmingham, England, Mr. Ward was educated in Dundas, Ont. His long history of public service includes being a councillor in the Township of Flamborough and later mayor of the Town of Flamborough from 1982 to 1985.

Mrs. McLeod is the M.P.P. for Fort William, having been elected for the first



Chris Ward



Lyn McLeod

time in the September election. She is a psychometrist who worked with troubled youth and their families at McKellar Hospital in Thunder Bay. She has served on the Board of Governors of Lakehead University and as a trustee and chair of the Lakehead Board of Education.

Mrs. McLeod was also awarded the Chancellor's Medal for being the highest ranking part-time student in the graduating class of bachelors or honours-bachelors of Lakehead University in 1985.

Tom Brzustowski has been appointed the new Deputy Minister, Ministry of Colleges and Universities. He was previously Vice President, Academic and Provost and the chief operating officer of the University of Waterloo.

Mr. Conway has become Government House Leader and Minister of Mines while Gregory Sorbara is the new Minister of Labour and Minister Responsible for Women's Issues.



One-room schoolhouses: a rural legacy lives on



One sits among the weeds in a field near Kinsale, north of Oshawa, a rusty pump near its back entrance and nothing inside but emptiness and memories.

Another, spruced up under a coat of new white paint, stands vigil at the crossroads of Highways 401 and 34 in Lancaster. A century-old bank building to be moved from another part of the county will soon keep it company.

Still another came back to life on television screens across North America as the setting where Anne of Green Gables learned her ABCs and vied with Gilbert Blyth to be the top student in class.

These buildings are living reminders of our rural past, of a time when schoolchildren

trudged the mythic five miles both to and from the one-room schoolhouses that dotted the Ontario landscape.

Like the sepia-toned photographs of barefoot classmates, these schoolhouses are still capable of rekindling the memories of those who taught and studied there.

"The walls were thick, but your feet were always cold," recalls Goldie Connell of Maynard, Ont.

Once in the frozen heart of winter, a school inspector unexpectedly dropped in on Mrs. Connell's class, and found both teacher and students huddled around an oil drum furnace. "Try to keep them warm," was his only advice to the novice instructor.

A clerk in the Robert McIntosh glassware showroom, now housed in the renovated Lancaster schoolhouse, proudly points to

the original pock-marked door. "The boys were too poor to afford marbles, so they just put a bullseye on the door and threw stones at it," she says mischievously.

Paul Zwerven, of Prescott, remembers his ambivalence about moving into a home his father had crafted out of a schoolhouse built in 1874. His family had to clear away the old desks and blackboards. "I had a hard time realizing I was going to live here because schooling wasn't my favourite thing."

During the years Zwerven's schoolhouse was built, there were more than 5,000 one-room schools in Ontario; about one hundred years later in 1975 only 21 were still in use.

Today, the ones that remain have been converted into people's homes, antique shops, museums and community centres. *Education Ontario's* odyssey along the province's backroads rediscovered these important survivors of our heritage: the photographs on pages 4 and 5 are the result.

Inside

Animation at Sheridan College 2

First-year students 2

One-room schools photostory 4

Deputy Minister retires 6

Jiangsu exchange follow up 6

News briefs 7

Letters 7

Guest column 8

COPY 1

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Postsecondary



Sheridan a top draw for animation students

by Rob Wooler

The man swaggers, bounding jauntily from heel to toe. The world is his oyster.

Then, he stops and pivots.

Now, loping forlornly, he retraces his steps. His aimless gait mirroring his uncertain future.

It's an unlikely transformation for the professorial gentleman in the tweed jacket, but for Tom Halley, a little character acting is all in a day's work.

As co-ordinator of the animation courses at Sheridan College in Oakville, Mr. Halley is used to parodying movement to reveal to his students the intimate marriage between mood and motion.

"It's all in the ups and downs," he says matter-of-factly. "If you start your step high, it's boastful; low, and you get an ambling effect."



The dedication to detail can be traced back to Mr. Halley's student days at the Edinburgh College of Art in Scotland, with its emphasis on a classical approach to animated drawing. And it is paying off for the college's graduates, who are now ranked among the best in their field around the world.

It's a heady time for the small college, still basking in the glow generated by the 1986 Academy Award winning short "Charade," developed by John Minnis as part of his course work in the college's International Summer School of Animation.

Based on the parlor game of the same name, the plot is simple, its presentation flawless.

Bending, stretching and finally mutating, the lead character becomes the role he is mimicking, while an obtuse and unseen audience lobs tangential yet hilarious guesses. The same audience responds with razor-sharp precision to the erratic clues of his competitor.

"It's the simplicity of the design that makes this piece so strong," says Mr. Halley, his eyes darting to the aged Bell and Howell projector, which for 14 years has been the college's single source of synchronized sight-and-sound projection.

When it broke down last year, the award-winning program literally ground to a halt for six weeks before technicians coaxed it back into operation.

There's a curious electronic mixture of the sophisticated and the makeshift at Sheridan. Digitized computer equipment shares desk space with "home-made" desks and camera mounts.

It's a reflection of the growth of the animation department, which began with 40 students in 1969, and now includes 200.

Today, the college draws on the expertise of professional animators who have worked on such childhood favourites as Snow White and the Seven Dwarfs and Bambi, to produce graduates in both classical and technical animation.

And, daily, some of our memories come alive. Mickey Mouse once again marches,



First-year students: a special report

With winter on the horizon, university and college students across Ontario are working on mid-term exams and essays.

For some students, these tests and papers are a new experience. First-year students have overcome the trials, tribulations and excitement of orientation week and are now well into post-secondary school life.

These challenges can prove too demanding in some cases; a few students will not succeed at it. But for the vast majority, it means hours spent in huge lecture halls and libraries, furiously writing notes and studying, settling into new "digs" in a strange city, and finding camaraderie with

other students.

It's a big adjustment, and university and community college staff endeavour to make the transition from high school student to post-secondary scholar as smooth as possible.

Smaller campuses often stress personal attention. One college promotes an holistic approach to student life with programs that focus on fitness, study skills, landlord/tenant relations and sexuality. At others, first-year students are invited to the university or college during the less hectic summer to discuss courses with a counsellor and get a feel for their new surroundings.

Education Ontario talked with some first-year students about their transition to a new life on campus.



University of Windsor: confidence is the key

by Mark Kearney

Another year in high school "where you feel like you're going nowhere," was not the educational solution to Diana Antonelli's desire to study languages.

The answer for the 17-year-old was jumping from Grade 12 to the University of Windsor's preliminary student program, which allows high school students to get a head start on university life. So far it seems to be working.

Her French and Italian classes are proving interesting and challenging. Although her other first year-courses in biology, sociology and political science are held in the usual large and impersonal lecture halls, Diana believes they'll be rewarding.

"I was always close to my teachers in high school, and it's a little more impersonal here at university," she says. "It's a lot to take in during the first week (of university). You just have to be confident that you'll do all right."

Diana, who is from Windsor, says she chose her hometown university because it was more affordable, offered a wide variety of courses, and allowed her to stay close to her friends.

"Being from Windsor, at least you know people. I wonder how people from out of town do it."

Fortunately for first-year students, the University of Windsor's Secondary School Liaison office is there to help them make the transition from high school to campus life.

Joe Saso, the Liaison director, says university officials meet with first-year students the summer before classes to advise them on what courses are available and best suited to their needs and goals.

The university also distributes the "Year One Handbook," which is chock full of information on campus activities, services and courses.

Diana says without Saso's help she would have been "lost about how to go about doing



Diana Antonelli traded her final high school year for university life.

things such as signing up for courses and registering."

With those administrative details behind her, Diana is facing some hard work to ensure her first year is successful. "It can't be that difficult. You just have to push yourself," she says. "I want (the first year) to count. It would bother me if I didn't do well."

Diana's not the type of person who "wants to be in school all my life," and may take intersession courses to speed up her graduation. Her long-term goal is a job using her language skills, perhaps working in a consulate or for an airline.

In the meantime some of her friends, who stayed in high school, wish they'd followed her route. Although her timetable can be a bit restricting, Diana is happy she chose university life.

"I just want to enjoy it, learn what I can, and take a lot of different things."



Canadore College: a dream comes true

by Ellen Rose

For 40-year-old Barb Young of Sturgeon Falls, starting classes at Canadore College in North Bay this September was quite literally a dream come true. "I've always wanted to be doing what I'm doing now," Barb says. "It seems like eight lifetimes that I've been waiting for everything to work out."

Barb is a full-blooded Ojibway and mother of five who, for the most part, raised her children along with the help of social assistance programs and a number of jobs, including hairdressing, secretarial work, breaking logjams and driving a school bus.

Now after "trying my best for my kids," Barb feels it's her turn to do something for



Barb Young and counsellor Larry MacLeod, who is also her brother, select her courses at Canadore College.

herself. After two years in the general arts and science program (known around Canadore as GASP), Barb will aim for her RNA (Registered Nursing Assistant) certification, and possibly an RN degree after that. "I've wanted to be a nurse ever since grade seven when I learned about Florence Nightingale. Whenever I have the chance, I always read books or watch television shows on nursing or science."

It was three years ago when her youngest child, Treena, now eight, entered grade one that Barb began thinking seriously about going back to school to complete high school and start her own career. She started by taking upgrading courses in Sturgeon Falls.

A major concern for Barb was how she would fit in with the younger students on campus. It didn't take long for her to realize that at Canadore, a student's age didn't matter. "No one looks at you because you're older. It's easy to relax here. I noticed that in the first 10 minutes."

The warmth that Barb noticed is no surprise to the administration at Canadore.

Dr. Bill Garrett, Dean of Instruction at Canadore, says new academic initiatives, developed with a lot of community support and input, will appeal to adult students. "Our college vocational program is designed for high school graduates from basic and general courses, and our computer-based learning centre is designed to encourage independent learning." Gary Gould, Dean of Student Services, adds, "Working with the community, and offering students personalized attention as well as a top quality education is very important to us."

Barb is happy she has the wholehearted support of her large family and friends for her school career. "When I left for school today, Treena wished me luck. My son Brian just said, 'finally! I've got 15 sisters

A Legacy Lives On

Photographs by Rob Wooler and Mark Kearney



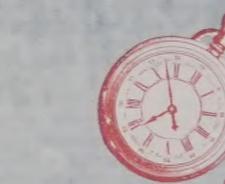
Make your pens carefully, you may whittle nibs to the individual tastes of the students.*



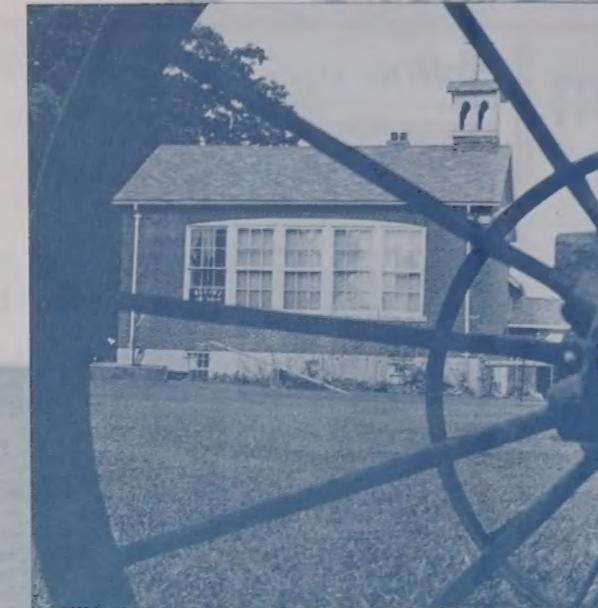
Teachers each day fill lamps, clean chimneys and trim wicks.*



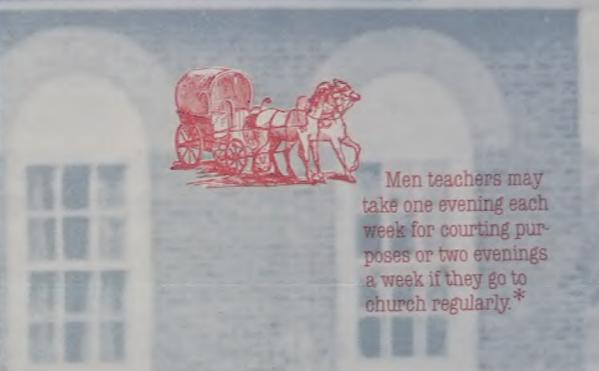
Each teacher will bring a bucket of water and a scuttle of coal for the day's session.*



Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so he will not become a burden on society.*



Men teachers may take one evening each week for courting purposes or two evenings a week if they go to church regularly.*



* Rules for Teachers as recorded in the Glengarry News, 1872

Adlington steps down as Deputy Minister

It is with a sense of accomplishment that Ministry of Colleges and Universities Deputy Minister Alan Adlington took early retirement on September 30.

"I didn't come to the position with a long list of prescribed goals," he says, "but I did hope to turn around the relationship between institutions and government." He adds that after 10 years of chronic underfunding, he wanted to remove the "prickliness" that existed.

Mr. Adlington is pleased that, by and large, that relationship has turned around. "We've established a sense of common purpose between the institutions and government. We're enjoying an increased level of mutual respect and trust."

He's quick to share credit for this new

carry out its commitment to institutional support and research.

Other accomplishments Mr. Adlington believes were significant were:

- an improved negotiating process with the Ontario Public Service Employee Union;
- a better funding formula for colleges and universities;
- better research and analysis facilities within the Ministry;

He also believes an increased priority of certain issues within the Ministry is important, such as greater attention being given to the ramifications of free trade on Ontario's colleges and universities.

Mr. Adlington noted some differences between the worlds of academia and government. "There are different rhythms. You have to learn to adjust to the different



Former MCU Deputy Minister Alan Adlington reflects on the achievements and new directions he helped launch during his two-year tenure.

atmosphere with the many people who made it possible. "I certainly didn't do it all myself. To begin with, this government had a real will and interest in changing things, and the Minister, Mr. (Gregory) Sorbara, worked as hard as any of us. He brought a lot of energy and effectiveness to the Ministry. For example, he made a personal visit to each campus in the province."

Mr. Adlington became MCU's deputy in the fall of 1985, following its establishment as a separate ministry, not part of a combined ministry with Education. The re-organization gives MCU a broader mandate and more solid structure, enabling it to

perspectives. In an institution, there is a governance as well as a management aspect to the operations."

Although Mr. Adlington is looking forward to re-settling in London, he leaves MCU with mixed feelings. "It's always hard to leave before all the work you've started is completed, but what I've tried to do has progressed. Now that things are beginning to turn around, I hope we stay on track."

"We should continue to build on the new levels of respect and trust and confidence between government and institutions. I know it can be done with good leadership on both sides."



Under the Big Top

Visitors examine the Ministry of Education's display at the Franco-phone summit in Quebec City. The Ontario exhibits, housed in a large white tent, were the highlight of the three-day event.

Follow-up



Provincial twins trade traditions, innovations

Amidst the squeals of the midway and the roar of the grandstand, visitors to the Canadian National Exhibition in Toronto witnessed a centuries-old drama played out by exotic characters in extravagant, flowing robes.

The spectacle — part of an exhibition of Chinese culture and technology — was the most visible display of the cultural twinning signed in 1985 between Ontario and Jiangsu province in China.

Part of that exchange of people and ideas is also occurring at post-secondary campuses across the province through the Ontario-Jiangsu Student Exchange.

And with its first year of growing pains safely behind it, the exchange is developing nicely, according to co-ordinator Donica Pottie.

"In terms of public awareness of the exchange, it's six or seven times of what it was last year," she says. "I get nods of recognition now when I tell people what I do."

More than 140 applications were received at the exchange's centre last year, and calls and applications are flooding the office for this year's program, she says.

Once received, applications are screened and potential participants are interviewed about their interests and objectives before a final selection is made. Seventeen Ontario scholars studied in Jiangsu last year.

This year the participation rate will double and the committee will begin targeting special areas of study, including Chinese business and trade.

"We have to ask what are Ontario's priorities and what are the Chinese priorities, and

then stream the program," says exchange organizer Bernie Frolic.

It's a complex adjustment for Canadians going abroad and for Chinese participants coming to Canada, he adds.

Upon arrival in Ontario, Chinese students enter an orientation program to help them adjust to Canadian culture. "In addition to training in English as a Second Language, we teach them how to rent apartments, wear Western clothes, and how to look for similarities between Canadian and Chinese culture," says Mr. Frolic.

Once that's complete, students are placed in individual colleges and universities and introduced to a network of people in post-secondary institutions who can help the students adapt and who have shown an interest in visiting China.

"That's exactly what the exchange is about. Creating a mini-twinning between professors in both provinces," he says.

The success of the program is already spreading to other provincial ministries which are setting up similar exchanges in areas including culture and sports. In addition, the Jiangsu government has asked the Joint Centre on Modern East Asia, which administers the exchange, to recruit people outside of the formal exchange who are interested in teaching English to Chinese students in China.

"Maybe in five or 10 years from now the links between institutions will be so strong that we won't need the centre," Mr. Frolic adds.

For more information on the exchange, contact the Ontario-Jiangsu Educational Exchange, Joint Centre on Modern East Asia, 631A Spadina Ave., Toronto, Ont. M5S 2H6, or call (416) 978-7474.

New AIDS document helps inform students

The Ministry of Education has published *Education About AIDS*, a document for health educators in the intermediate and senior divisions.

Education About AIDS is the final version of the validation draft released in June in response to a commitment to make AIDS education a mandatory unit in the health education curriculum for grades seven or eight, and in the compulsory secondary school credit.

Both the draft and *Education About AIDS* were developed by the Ministry in co-operation with a broad spectrum of education and health officials from such organizations as the Federation of Catholic Parent-Teacher Associations of Ontario, the Federation of Women Teachers' Associations of Ontario, the Association of Large School Boards in Ontario, TVOntario and the Ontario Association for the Supervision of Physical and

Health Education. Also integral to the development of the document was the Ontario Panel on Public Education on AIDS, an external group advising the Minister of Health on appropriate government actions regarding AIDS.

Education About AIDS was designed to make available to teachers educational materials supporting instruction about AIDS. The document consists of five sections: facts about AIDS; general teaching strategies; teaching strategies for grades seven or eight; teaching strategies for secondary school grades; and transparencies with accompanying notes.

The Ministry believes that the factual, non-judgmental presentation of the material in *Education About AIDS* is a highly effective way to stop the spread of AIDS by giving students the information to make responsible decisions about health and physical activity matters.

News Briefs



New Ministry initiative improving literacy skills

A new Learning Skills Initiative aimed at improving the literacy, numeracy and other basic learning skills of young children has been launched by the Ministry of Education.

The initiative will provide funds to projects — including one French-language project — in six regions across Ontario. Each project will be based in one school or a consortium of schools and will be funded for three years at up to \$250,000 per year.

The initiative will focus on four areas: understanding how children learn, developing more effective teaching strategies, de-

signing more effective techniques for measuring student performance, and identifying better ways of reporting student achievement to parents.

This initiative will identify innovative small-scale programs currently in use in different parts of the province, develop ways of strengthening the programs, and provide information on the programs to teachers and school boards throughout the province.

Projects will be established by September 1988. □

Government funds aid co-op initiatives

The Ontario government will make available \$4.5 million over the next year to develop new and expanded co-operative education initiatives.

The Ministry will provide:

- \$2 million to school boards to improve the delivery of co-op education programs, and ensure that the jobs in which students participate relate closely to their school work;
- \$1.8 million for school boards through an Access Fund to develop pilot programs designed to encourage greater participation in co-op programs by targeting groups of students who have not traditionally been involved;
- \$700,000 to increase awareness of co-op programs and to co-ordinate school board efforts and enhance partnerships in placing students in jobs.

These initiatives should attract an additional 10,000 students to co-op programs.

Fellowships awarded to four Ontario teachers

Teachers from Belleville, Peterborough, St. Catharines and Toronto have been awarded the four doctoral fellowships, in science education at the primary and junior level, offered by the Ministry of Education.

The recipients are: Dina Cordell, of Peterborough, a Grade 3 teacher with the Peterborough County Board of Education; Nancy Maynes, St. Catharines, a Lincoln County Board of Education teacher, now studying at the Ontario Institute for Studies in Education (OISE) in Toronto; Terry Fogg, of Toronto, who is enrolled in a doctoral program at OISE and Elizabeth Churcher, of Belleville, a science resource teacher with the Hastings County Board of Education.

The fellowships which are available for

two years and require annual application, are each worth \$10,000. The selection was made by a committee composed of representatives from the Ministry, the university community, and professional educators.

Ministry announces new appointments

Jim Doris has been appointed Director, Legislation Branch of the Ministry of Education.

Mr. Doris was previously Executive Assistant to the Deputy Minister of Education. Prior to joining the Ministry in 1970, he was a teacher and department head with the Toronto Board of Education.

Mr. Doris succeeds William T. Mitchell, who has left the Ministry to assume new duties as Assistant Superintendent of Educational Resources with the Metropolitan Toronto School Board. Replacing Jim Doris is Bill Kirkwood. In another appointment Margaret A. Twomey has been appointed Regional Director of Education (Northwestern Ontario).

Former OTF governor moves to Commission

John McNeil of Agincourt, a former governor of the Ontario Teachers' Federation, has been appointed to the Education Relations Commission.

He replaces Ghislaine Connors, who resigned from the Commission after being selected to the French-language Advisory Committee of the Nipissing Board of Education.

Mr. McNeil, a former teacher and vice-principal in North York schools, also served as a field officer with the Ontario Secondary School Teachers' Federation for 15 years.

The five-person Education Relations Commission was established in 1975 under the School Boards and Teachers Collective Negotiations Act and was given the mandate to monitor and assist all local negotiations between teachers and school boards and to administer the Act.

Education Ontario is published quarterly in both English and French by the Ministry of Education and the Ministry of Colleges and Universities. The opinions expressed here are not necessarily those of the ministries. Education Ontario welcomes your ideas and suggestions. Letters and articles are subject to editing and should be sent to Mark Kearney, Communications Services Branch, Ministry of Education, 14th Floor, Mowat Block, Queen's Park, Toronto M7A 1L2. Each issue is planned by an editorial board chaired by John McHugh, Director of Communications Services, Ministry of Education.

Stories for this issue written by Rob Wooley, Mark Kearney, and Ellen Rose. Staff photos by Rob Wooley, Mark Kearney, Ellen Rose and Lynda Cain.

Art Direction: Peter Enneson Design: David Heath Co-ordinator: Carrie Tyrala Illustrations: Bob Hamby/Erik Parker

ALSBO announces new Executive Director

Gail A. Anderson, a Toronto Board of Education employee with a background in educational administration, became Executive Director of the Association of Large School Boards in Ontario (ALSBO) on Sept. 1, 1987.

As member of the Toronto board's administrative services department since 1971, Ms Anderson has been actively involved in the hiring, training and supervision of staff, departmental planning, and providing specialized services to the board's secretariat as a committee officer, researcher, writer and parliamentarian.

In 1986 she was seconded to the position of Project Co-ordinator: Job Evaluation/Pay Equity.

The Association of Large School Boards represents 17 of Ontario's largest urban and county boards of education serving 700,000 public school students.

Centennial course unique in telecommunications

A new series that highlights telecommunications was offered by Centennial College this September.

Those completing the six evening courses receive a Certificate of Achievement in telecommunications management.

"This program is unique in that it integrates voice and data communication issues," says Marilyn Fischman, head of computer studies for the School of Continuing Education. "Students will learn how to manage network feasibility studies and network design."

The program consists of the following courses: Business Telecommunications; Data Communications; Telephony; Voice and Data Networks; Telecommunications Facilities Management; and Telecommunications Management Concepts.

Employment level dips for 1985 grads

Eighty-one per cent of the 1985 Ontario university graduates were employed as of the spring of 1986, a survey funded by the Ministries of Education and Colleges and Universities has found.

The number of employed was down slightly from the 84 per cent rate in the 1982 survey. Other highlights from the "Employment Survey of the 1985 Graduates of Ontario Universities: Report of Major Findings" are:

- Almost 53 per cent of the graduates are employed in just 21 different occupations;
- Women graduates are over-represented in the fields of education, physical education, recreation and leisure, fine arts, humanities, social sciences and health professions, while men are over-represented in commerce and business administration, engineering, mathematics and physical sciences;
- the unemployment rate was about the same for women as for men; and
- male graduates have higher starting and full-time salaries than female graduates.

Ministry inviting science proposals

The Ministry of Education has invited Ontario school boards to submit proposals for funds to provide primary and junior science education for Year II (September 1988 to May 1989).

Proposals should be received by the Ministry by November 15 and decisions on the disposal of funds will be made by December 15.

Funds requested may not exceed the \$20,000 maximum for any one board for years one and two of the funding program. □

Letters



Dear Editor:

Congratulations on the new improved *Education Ontario*. It is written well and contains minimal educational jargon. I thoroughly enjoyed reading it.

I really appreciate the effort you and your staff are making to improve communications between the Ministry and communications' staff at boards of education.

(Mrs.) Bev. Pastor,
Office of the Director
Halton Board of Education

Dear Editor:

In the March '87 issue of *Education Ontario*, you expressed your intent to become "more relevant in story selection and editorial comment." I have a suggestion that may help you in this endeavor: why not consider the role of women in education? Are you aware that no women appear in any of your photographs, that most of your articles were written by men, and that these articles mention the names of more than 40 men in high profile context, but only a few women, mostly in secondary roles. Considering that nearly 70 per cent of Ontario's educators are women, the male bias of this issue is obvious and inexcusable.

Ruth Ann Gatley
Toronto, Ont.

Guest Column



A visitor's look at Japanese education

Editor's note: Bill Costiniuk, a Timmins High & Vocational High School teacher and a 1987 Keizai Koho Center Fellowship re-

cipient has recently returned from a three-week study tour of Japan where he studied the Japanese educational system.

Japan's educational system is comprised of six years of elementary school, three years of middle (junior high) school, three years of senior high school, and four years of university. Compulsory education in Japan is free and consists of six years of elementary school and three years of junior high school. Students desiring education beyond the compulsory level must pay for their schooling. As of 1986, more than 98 per cent of the students completed high school. About 38 per cent of the students who graduate from senior high go on to university.

Among Japanese the estimated illiteracy

educational programs, school appointments, and the supervision of schools lies in the hands of local boards of education.

The school term begins in April, mid-semester examinations are held in early July and the first semester finals are held in October. During the second semester, the mid-term exams are held in December and the finals in March, making a total of four examinations during the year.

When a student completes the nine years of compulsory education, there remain two major hurdles: the national entrance exam to senior high school and the national entrance exam to university. Examination war or examination hell are often used to



Timmins teacher Bill Costiniuk is greeted by Japanese students during his study tour.

rate is less than one per cent. As a result, there are few upgrading classes for adults.

The Japanese educational system, based on the principle of full equality of educational opportunity, is widely recognized as having greatly contributed to the prosperity of Japan by providing a highly qualified workforce supplemented by extensive in-training programs by many of the major employers.

The Ministry of Education (Monbusko) is responsible for the administration of Japan's public schools and for setting national educational standards. There are 210 days of study per year, with the standard school week being 5 1/2 days. (1/2 day Saturday).

The responsibility for school budgets,

describe these hurdles as students are thrown into an arena where the competition is fierce.

Students are allocated to various schools in the same school district based on their performance on the senior high entrance exams. There are entrance exams set by the Ministry of Education in English, Japanese, Math, Science, and Social Science. The scores from across Japan are gathered and tabulated on a percentile basis, and each Japanese student knows where he or she places in comparison to others.

At the end of grade 12, students write their last national entrance exams. Based on these scores, students will be permitted to write entrance examinations prepared by

the particular university a student hopes to attend. These exams put almost exclusive emphasis on "objective questions" — which in many respects require rote memory. However, in recent years there has been an increasing shift to essay questions.

Curricula is similar to Canadian schools.

The boards of education have the right to make curriculum changes to suit their particular needs, but this is seldom done.

Typical School Day

The weekly workload for a first-year student is comprised of five classes of modern and classical Japanese literature; four of sociology; five for mathematics; five in science; four physical educational classes for boys; and two for girls, with one hour of health education study; two optional classes in art; five in English-language studies; two classes in home economics for girls; and two classes of mandatory club activities.

A typical day starts at 8:30 a.m. when teachers arrive for a five-minute meeting. At 8:40, the students who all wear uniforms and special indoor shoes, attend a short meeting in their homerooms, a classroom where students of one class have their attendance checked and school messages

Therefore, the great majority of mothers do not work while their children attend school.

Senior high school students who contemplate advancing to university spend two or three hours a day or more in studying after school, three or four times a week. Most of the students intend to advance to university and so attend such cram schools.

All this makes it predictable enough that, according to a government poll taken in the early 1980s, high school seniors have the highest "worry level" of any part of the Japanese population. The February-March period when university entrance exams are given is commonly referred to as "examination hell." Only two of every three applicants actually win university admission the first time they take the exams. The rest are relegated to obscurity. Because there are no guidance counsellors or very few, counseling is usually restricted to homeroom teachers.

The problem is, though, that all 81 or so of Japan's state-supported universities can accommodate only 20 per cent of the students who win university admission each year. This means that the other 80 per cent will attend the far more numerous private universities, and for these students, career prospects are generally speaking, substantially less bright.

"Unless one is a graduate of a top university, one is not regarded as having the qualities to be a member of the real elite."

received. The morning continues with four 50-minute classes, with ten-minute breaks in between.

The 45-minute lunch break starts at 12:40 and is taken in the homerooms. About one half of the students bring their own lunches. The others participate in the school lunch program.

The bell sounds at 1:20 p.m., giving everyone five minutes warning that the afternoon classes are about to begin. After two classes, the students return to the homeroom for a short meeting, then spend 15 minutes cleaning the classroom, corridors and school grounds. There are no janitors in Japanese schools. Instead, the children themselves do the cleaning under the supervision of their teachers. Although school ends at 3:40 p.m., many remain at the school until 6 p.m. for club activities.

Club activities after class hours are important in school life. All students must participate in the sports and culture study clubs. Most schools have baseball, soccer, tennis, swimming, judo, and kendo. Others are orchestra, chorus, opera clubs, and the traditional flower arranging clubs. All the clubs are run entirely by students, though the school subsidizes the groups. The clubs meet two to four times a week.

In every classroom slower learners are integrated with the gifted. In elementary and junior high school, automatic promotion from grade to grade, regardless of a child's academic performance is the norm.

Physically or mentally handicapped children are provided with courses of study in special education schools that are adapted to the nature of their disabilities, similar to that in Canada.

The Japanese mother plays an important role in the success of her children's education, often becoming a very keen participant in all aspects of education. The true education mother sets her children's academic success above everything in life.

Student Life After School

The majority of high school students who contemplate advancing to university spend four to five hours a day or more studying in school.

More than half of all middle school (junior high) students in the Tokyo area and one in five elementary school children in the lower grades, attend juku (private preparatory schools). Children attend these schools in order to enter a reputable school of their choice or that of the parents, or because parents do not want their children to lag behind others.

The criterion by which businesses hire students is not ability but according to which university they attended. Thus, the university entrance exams take on great importance. Unless one is a graduate of a top university, one is not regarded as having the qualities to be a member of the real elite.

Outside of studying, television seems to be the most popular activity for high school students. Television viewing time among high school students averages about 1.5 hours daily.

Tennis, judo, kendo, and swimming are popular sports, but the most popular is baseball. During the season, professional baseball games are broadcast daily. Each year, national senior high school baseball series are held in the spring and summer, and these games are broadcast on television and radio.

Summer Vacation

Summer vacation for Japanese students lasts about six weeks, from July 20 to the end of August.

Finally, a word is required about homework during the summer vacation. Since the reading of books requires many hours, they are assigned to the senior high school students during the summer holidays. ☐